



SCHOOL OF EDUCATION
Department of Teacher Education

Course Syllabus

TEP 555 Clinical Experiences in Teaching Second Language Learners (K-8)
TEP 556 Methods in Teaching Second Language Learners (K-8)

School of Education

Mission Statement of Azusa Pacific University

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1). **Ethical** professionals who are able to understand and articulate the integration of a Christian worldview with their discipline in their communities of practice
- 2). **Responsive** professionals who practice reflective critical thinking in their engagements with diverse communities of practice and
- 3). **Informed** scholarly professionals who are dedicated to collaboration and lifelong learning.

Course Syllabus

TEP 555 Clinical Experiences in Teaching Second Language Learners (K-8)
TEP 556 Methods in Teaching Second Language Learners (K-8)

Class Meeting Time: Thursday 4:45 – 9:30 Room Location: Duke 122
Instructor: Jeffrey Lee Office location: Building 1 Room 114
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Email: jeffreylee@apu.edu

Office Hours: Wednesday 10:00 – 4:45
 Thursday 10:00 – 4:45

I. Course Description

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. It involves analysis, application, and evaluation of strategies for teaching and assessment in language acquisition and language arts and other related contents areas in the elementary classroom, focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE). This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. This course also covers materials and concepts that are covered in the RICA Exam. This is a C.L.A.D.-approved course.

This course assists students to prepare for Californian Teacher performance Assessment (TPA) Task 3. This is not a TPA preparatory class, but materials and insights from this class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

II. Student Outcomes and Expected Competencies

Course objectives are aligned with the School of Education Learner Goals. We prepare candidates who are:

Ethical Professionals

1. Demonstrate an understanding of the integration of a Christian world view and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)
2. Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)

Responsive Professionals

1. Articulate an understanding of the scientific research concerning bilingual education,

language development: reading, writing, and speaking, and demonstrate practical classroom application of research findings. (TPE 1, 2, 3, 6, 8)

2. Know research, strategies, and pedagogical implications of differentiated instruction necessary for meeting the needs of English language learners. (TPE 4, 5, 6, 7, 11)
3. Explain the history and development of Bilingual education in the US, and its implications for English Language learners as addressed in the California State Framework, California English Language Development Standards and other related documents. (TPE 13)
4. Analyze, apply, and evaluate strategies for teaching and assessment in second language acquisition, language arts, and other related content areas in the elementary classroom, focusing on English language acquisition for English learners (ELL), and content instruction utilizing special Designed Academic Instruction in English (SDAIE) strategies. (TPE 2, 3, 7, 9)
5. Use appropriate computer-based technology and internet sources to facilitate instruction. (TPE 9, 10)
6. Demonstrate familiarity with a variety of resources and materials to use in teaching English language learners. (TPE 13)

Informed Professionals

7. Understand the process of diagnostic and differentiated instruction, and the knowledge and strategies teachers must know to implement diagnostic instruction, i.e., strategies for assessment, planning, instruction and student practice. (TPE 3, 4, 5, 6, 7, 8)
8. Understand the components and systematic development of Bilingual Education and English language development as delineated in scholarly publications and the California Academic Standards and Frameworks, and the California English language Development standards. (TPE 1, 12, 13)
9. Know sources for further individual professional development in English language development and the bilingual education. (TPE 1, 13)
10. Demonstrate knowledge of the role of performance-based and standardized assessments in a Standards-Based, data driven accountability system. (TPE 3)

Faith Integration Focus: Multicultural Considerations in Building Learning Communities

III. Required Textbooks and Study Resources

Course Required Texts:

Peregoy, S. F. & Boyle, O.F. (2000). *Reading, Writing and Learning in ESL: A Resource book for K-12 teachers*. New York: Addison-Wesley.

O'Malley, J.M. & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners*. New York: Addison Wesley.

Department Required Resource:

Taskstream Subscription

CAL TPA Handbook (TPA Task 2)

APU Custom Text (2007). *English Language Learner and Diversity Manual*. Azusa Pacific University

Edwards, Cher N. & Edwards, Scott. *Multicultural Considerations for Building Learning Communities* (Faith Integration Article)

Recommended Texts:

Law, B. and Eckes, M. (2000). *The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher*. Winnipeg: Portage & Main Press.

IV. Course Assignments: Each assignment will be scored according to an assignment-specific rubric. The rubric for each assignment will be given out in class as the assignments are discussed.

1. **Candidate Expectations:** Candidates are expected to actively participate in each class meeting. This means that candidates will not use class time to work on computers (laptops are to be closed during class time), grade papers, complete past due assignments, work on assignments from other courses, etc. (Candidates may use the break times in class to engage in any of the above listed activities.) The professional dispositions expectation is that each candidate will give the class time their fullest attention and active participation.
2. **Case Study (*Signature Assignment – due in class Week 9): **You will NOT receive a passing grade for this course without the Case Study assignment** - You will observe and work with an English Learner (EL) in your Field Experience classroom. For this assignment, you will spend a minimum of one hour per week (minimum of 6 weeks) working directly with the EL student to develop a better understanding of the complex factors affecting the child's school performance. In addition to the tutoring hours, you will also need to spend time talking with the classroom teacher regarding the EL's proficiency levels and observing the student in academic and social settings. The classroom teacher should provide you with direction for your tutoring sessions, however, you will be responsible for planning each individual session and providing the necessary materials. You will turn in a Case Study Report containing the following information:
 - ★ **Summary Narrative:** 5-8 pages in which you will describe **1)the district** ELD policies, **2)the school** programs for ELs, and **3)the student** through your observations and tutoring. This narrative will also provide a description of **4)the classroom** and **5)the teacher's instructional strategies** (scaffolding techniques) as they relate to the EL students in the class. **Do NOT comment on your opinions regarding the teacher's effectiveness.**
 - ★ **Student Work Samples:** You will collect a minimum of 7 samples of student work - 5 writing and 2 from another subject.

- ★ **Descriptive Data:** You will conduct a SOLOM assessment of your student's oral language proficiency. This assessment is to include an **analysis** of the student's proficiency, areas of weakness, **and** a plan of what you would work on next as the teacher. You will also provide a detailed description of the student's CELDT results.
- ★ **School-wide Test Data:** You will collect the testing results from your school's STAR report (available at www.ca.gov) and a copy of your school's S.A.R.C. (School Accountability Report Card) - available from the school's web site or the school secretary. **The information in these reports will be presented, as appropriate, in the Summary Narrative.
- ★ **Journal Entries:** You will record a **detailed account** of each tutoring session (minimum of 6), reflecting on the session, the student's language acquisition progress, and notes or ideas you might have for possible lessons/activities. Your journal entries should also address the child's personal struggles, frustrations, and achievements in the process of English language development/acquisition. **(these are to be typed).**
- ★ **Lesson Plan:** You will write an ELD Lesson Plan for one language acquisition lesson/activity you have done with the student during a tutoring session.
- ★ **Case Study Reflection:** Your 2-3 page Reflection should detail your perceptions of the effectiveness of your tutoring session with your EL student. Address your feelings regarding working with EL students prior to beginning the Case Study versus your feelings after having completed the Case Study. Make sure you also detail the process you followed for acquiring diagnostic information regarding the EL's proficiency in reading, writing, speaking, and listening. Lastly, comment on your perceptions regarding how the Case Study aided in your own professional growth.

You will present this report to the class on week 9. (Standards assessed: TPE 2a & c; 3a; 4c, h, i; 7b, e, & g).

3. Reading Reflection/Activity Response (Due in the eCompanion Drop Box each week):

A reading reflection guideline is available in the Doc Sharing folder in eCompanion. Use this response guide to respond to the weekly readings from either *Reading, Writing and Learning in ESL: A Resource book for K-12 teachers* by Peregoy and Boyle (RWL) or *Authentic Assessment for English Language Learners* by O, Malley and Pierce (AA) (Standards assessed: TPE7 d, f, i, & k).

- 4. Faith Integration Project (Due in the eCompanion Drop Box week 7):** Larger populations of students who are English Language Learners are recent immigrants to the United States. Teachers happen to be at the forefront of the process of acculturating these students into the American way. There are many biblical themes that should guide us in relating to these students. Such themes as how to relate to aliens and sojourners, how to treat neighbors, relating to the less privileged, and the themes of love, patience, caring, kindness, are simple examples of themes that address the Christian worldview in the teaching environment. You will *write an expository essay* or *create a PowerPoint presentation* on how one or more of these or similar themes will guide you in meeting the needs of English Language learners. In the essay/PowerPoint you will also identify how the School of Education's organizational framework of Ethical, Responsive, and Informed (ERI) practitioners align with these themes you have chosen to influence your practice as a teacher. You are to use biblical references to discuss how these themes will guide your attitude and relationship to English language Learners. If you have no background on how to use the Bible to search for themes, talk to

the professor for guidance. (Standards assessed: SOE Conceptual framework and dispositions; TPE 12).

- 5. Planning and Assessment Outcome:** You will prepare a lesson plan and presentation for **TWO** lessons during this course. Lesson #1 will be an ELD lesson. The lesson plan is due in the eCompanion Drop Box Week 5. You will present the lesson in class on Week 6. Lesson #2 will be a SDAIE lesson. The lesson plan is due in the eCompanion Drop Box week 6. You will present the lesson in class on Week 7. (Standards assessed: TPE 4f; 7a, b, c, d, f, g, h, j, k; 11a-b).

Both lesson plan templates are located in the dropbox.

- 6. SDAIE Demonstration:** Create a 2-3 minute video focusing on a SDAIE strategy. In this video, give a brief introduction of what the strategy is followed by the demonstration. Then go to <http://teachertube.com>. Set up an account and upload your video to TeacherTube. Make sure to tag it with the words "the name of the SDAIE strategy, teaching strategy, SDAIE, English language learners".

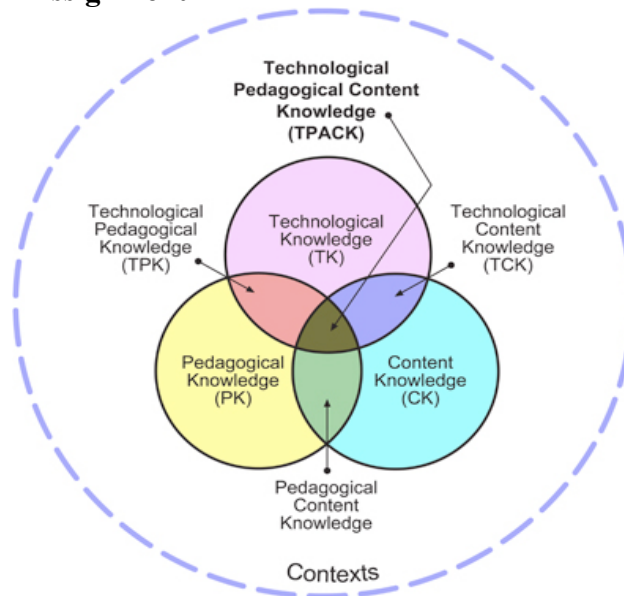
Should you be concerned with the privacy of your video, you can configure your TeacherTube account so that your video can only be seen by those whom you invite.

Options for capturing video:

- 1) use a digital camera with video capabilities (RECOMMENDED)
- 2) use camera built-in to laptop or external camera/webcam
- 3) use a video camera & import to a video editing program such as iMovie, Windows Movie Maker, or any of the free software listed below

***** Disclaimer for this assignment: Set your camera settings to capture the lowest quality and smallest size. This will help with uploading. *****

7. Technology Integration Assignment



The technology assignment utilizes the TPACK Framework. TPACK allows teachers to view technology integration as 1) technology's enhancement on pedagogy and 2) technology's enhancement of content.

Content Knowledge (CK): Develop a SDAIE lesson (SDAIE Lesson Plan Template.doc) that includes specific content related to the California Academic Content Standards (CACS). The CACS can be found at <http://www.cde.ca.gov/be/st/ss/>

Pedagogical Knowledge (PK): In your demonstration of the selected SDAIE strategy, focus on how the SDAIE strategy enhances understanding. Some ideas to consider may include:

- Comprehensible input
- Academic language
- Access to content
- Delivery methods
- Interaction among students
- Inclusiveness of all students

Directions on designing the lesson: Specially Designed Academic Instruction in English (SDAIE) strategies are well researched and are designed to assist second language learners in understanding content. For more information on SDAIE strategies, refer to your ELD Handbook or use a search engine such as Google to search for SDAIE strategies online. You will use the SDAIE Lesson Plan Template found in doc sharing.

In this assignment, you will be embedding a video into your SDAIE lesson plan. The video is one that adds to the content of the lesson and enhances the students' understanding of the concept taught. .

For example, if you are teaching a fourth grade lesson on the California missions, you can search a site such as <http://discoveryeducation.com> for a video on a particular mission. The use of the video could help your English language learner learn the content (in this case fourth grade social studies), despite a language barrier.

Then write a two part reflection on the

Write a two-part reflection answering the following:

- *Content Knowledge Question:* Describe the academic content taught in your lesson. Focus on the CACS.
(Write a minimum of 50 words for this question.)
- *Pedagogical Knowledge Question:* How does using this SDAIE strategy enhance English language learners' understanding of the academic content taught.
(Write a minimum of 50 words for this question.)

- 8. Strategy Demonstration** You will prepare and present a demonstration of one ELD and one SDAIE strategy to the class in a Teacher-to-Teacher workshop format. Your 10 minute presentation must include a summary description handout for each student in class. It should also include an interactive activity that demonstrates the strategy. Candidates will sign up for a strategy presentation in class on Week 1. Presentations will be given Weeks 2-5.

- 9. ELL Handbook Chapter Presentation** Your group will be responsible for teaching one chapter from the EL Handbook to the class. Your presentation is to include a summary handout of the information in the chapter for each student in class. The 30-45 minute presentation should also include PowerPoint and any other visuals/graphic organizers that will help the students better understand the chapter information.

Teacher Education Department Grading Scale/Rubric

The specific requirements for each assignment will be described in detail. The evaluation of each assignment will be based upon the following 4-point scale.

4	The score of 4 is awarded to an assignment when the response demonstrates superior level of competence with the expected outcomes.
3	The score of 3 is awarded to an assignment when the response demonstrates a clearly adequate level of competence.
2	The score of 2 is awarded to an assignment when the response demonstrates a minimally acceptable level of competence
1	The score of 1 is awarded to an assignment when the response demonstrates an unacceptable level of competence.
0	The score of 0 is awarded when there is no demonstration of competence.

All 4-point scores will be weighted and then averaged together to form the final course grade.

The overall course grade will be determined according to the numerical scale below.

A	3.71 - 4.00
A-	3.31 - 3.70
B+	3.01 - 3.30
B	2.71 - 3.00
B-	2.31 - 2.70
C+	2.01 - 2.30
C	1.71 - 2.00
C-	1.41 - 1.70
D	1.01 - 1.40
F	Less than 1.01

V. Course Calendar and Schedule

This is subject to change depending on the particular teacher's plan and approach. Course calendar and schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Topic	Assignments	Faith Integration Topics to Respond to:	Standards
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Week 1	<p>Course Introduction</p> <p>Becoming an EL (activity)</p> <p>EL Survey</p> <p>Introduce the Case Study Assignment</p> <p>An Introduction to the Principles Language</p> <p>TPA 2 Overview</p>	<p>Reading Reflection (RR) Ch. 1 (RWL)</p> <p>Activity # 1 (pg 31)</p> <p>Read Ch. 1 (AA)</p> <p>TPA 2 Task 1 draft</p>	<p>Think about a time in your life when you became aware that you were different or didn't belong – examine the feelings associated with marginalization and steps to eliminate or minimize such experiences for your students.</p>	<p>CSTP F</p> <p>TPE 12 & 13</p>
Week 2	<p>Principles of Language</p> <p>Language Acquisition</p> <p>The International Phonetic Alphabet (IPA)</p> <p>O'Malley and Pierce, (to be done in class) Page 56 #s 2-3, 6.</p> <p>TPA 2: Task 1 review</p>	<p>RR Ch. 2 (RWL)</p> <p>Activity # 3</p> <p>Read Ch. 2 (AA)</p>	<p>"I continue to ask myself how racial privilege impacts my teaching and how I can better use my institutional power to enhance the education of all students" is a powerful statement. Discuss the terms "racial privilege" and "institutional power" from your own experience and perspective.(Kujawa-Holbrook, 2002, p.141)</p>	<p>CSTP A & C</p> <p>TPE 1 & 7</p>
Week 3	<p>(Theory continued)</p> <p>The Complexities of Language</p> <p>Strategies for ELs</p>	<p>RR Ch. 4 (RWL)</p> <p>Activity # 7</p> <p>Read Ch. 3 (AA)</p> <p>Read Ch. 5 (ELL/Div Man)</p>	<p>Examine how cultural diversity strengthens/weakens a learning community.</p> <p>What evidence is there of cultural diversity strengthening and/or weakening your school community?</p>	<p>CSTP A & C</p> <p>TPE 1 & 4</p>
Week 4	<p>L1 and L2 acquisition and development.</p> <p>ELD strategies</p> <p>ELL Hndbk. Chapter Presentation #1 & 2 (Ch. 4 & 6)</p> <p>Reading Proficiency Assessment</p>	<p>RR Ch. 5 (RWL)</p> <p>Activity # 2</p> <p>Read Ch. 4 (AA)</p> <p>Read Ch. 6 (ELL/Div Man)</p> <p>TPA 2: Task 2 draft</p>	<p>"The school is perhaps the only institution that reaches youth from all diverse groups in society." (Durkheim, 1999) What are the implications of that statement as we build learning communities that embrace and honor diversity and prepare students for the future that is more global? i</p>	<p>CSTP C</p> <p>TPE 4 & 6</p>
Week 5	<p>Planning and Teaching ELD lessons</p> <p>ELD Curriculum</p> <p>ELL Hndbk chapter presentation #3 & 4 (Ch. 7 & 8)</p> <p>Reading: Part 2</p> <p>TPA 2: Task 2 Review</p>	<p>RR Ch. 6 (RWL)</p> <p>Activity # 5 & 6</p> <p>ELD Lesson Plan</p> <p>Read Ch. 5 (AA)</p> <p>TPA 2: Task 3 draft</p> <p>**Case Study Due in Class Week 9**</p>	<p>EL students are often left with the impression that their native language is one to be embarrassed of or even abandoned. European Schools attend to this issue through two complementary goals: "to preserve the child's national identity by encouraging the growth and development of her or his mother tongue and native culture while simultaneously striving to promote a European identity, a sense of European citizenship" (McGrath & Ramler, 2002, p. 89). How might we emulate these goals?</p>	<p>CSTP C & D</p> <p>TPE 4, 6, 7, 8 & 9</p>

Week 6	Planning and Teaching SDAIE lessons Assessment of ELs in content areas	RR Ch. 7 (RWL) Activity # 2 Read Ch. 6 (AA) Read Ch. 7 (ELL/Div Man) TPA 2: Complete for Week 8	“Well-meaning school staff often place students in the position of translator between the school and parents, caregivers, and families--disrupting the balance of power in the family.” This is a very interesting statement that goes beyond language barriers and ethnicity into a lack of understanding of the variety of “family” cultures. How might you learn more about family cultures and what are some strategies you might attempt to deal with these issues?	CSTP B & D TPE 2, 3, 8 & 9
Week 7	ELD Lesson Presentations Video: Ensuring Success for ELLs. CALLA SDAIE Instruction TPA 2: Task 3 Review	RR Ch. 8 (RWL) Activity # 1 SDAIE Lesson Plan Read Ch. 7 (AA) Faith Integration Expository Essay or PowerPoint Presentation Due	“...throwing in a culturally sensitive event or function in the midst of a school system that does not otherwise advocate for diverse students and families is ill conceived and out of place... "children want to be recognized as individuals, not marketed as ethnographical pieces of art in an exhibition" (Lanik (2002) ... p. 86). Brainstorm ways to fully integrate and experience cultural differences in a classroom or school setting in ways that honor all peoples.	CSTP F TPE 12 & 13
Week 8	SDAIE Lesson Presentations Writing in the ELD classroom	RR Ch. 9 (RWL) Read Ch. 10 (ELL/Div Man) Activity # 5 Read Ch. 8 (AA)	“Just as Christ loved and honored those who were marginalized and with little to no social power”, the Christian educator is called to support and nurture learning communities. As we attempt to “be as Christ to them” - reflect on the daily implications of your faith in the specific context of student relationships.	CSTP F: TPE 12 & 13
Week 9	Case Study Presentations			

VI. Course Policies (from the Candidate Handbook)

A. Class Attendance

Attendance is a vital part of this experiential-based learning environment. Absences will affect your grade, and more than 2 absences may necessitate your withdrawal from the course; tardiness and early departures will also affect your grade. Please see your professor immediately if you anticipate any difficulties in fulfilling your attendance requirements.

B. Assignment Policies

- All assignments for the course are to be completed and submitted on time in order to receive full credit. **You will NOT receive a passing grade for this course without the Case Study assignment.** Late work will generally NOT be accepted and there are no opportunities for make or extra credit work in this course.
- Incompletes are rare and are available only in "special and unusual circumstances" as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding withdrawals and grade record permanence.
- WASC guidelines for assignments is a two-hour minimum outside of class for every hour in class. This means that APU's School of Education anticipates that you will spend a minimum of 10 hours each week in work related to this course outside of class, so plan your time accordingly.
- Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the APA Style Guide. Please make sure you are familiar with APA style writing and research. If you are not familiar with APA, you can find guidelines at most bookstores or online.

C. Retention of Records

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

D. Academic Integrity Policy

Graduate students are expected to do their own independent, original work. Any form of cheating, copying or plagiarizing the work of others is cause for immediate removal from the credential program. When drawing from various resources for research purposes students must provide citations, footnotes and bibliographic information (using APA format). Students may not use an outside editor or writing collaborator for work turned in under their own name unless approved in advance in writing by the instructor, and only to the extent approved. Students who engage in academic dishonesty will automatically receive an "F" in the course and may be in jeopardy of expulsion from the university.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating (printed in the Azusa Pacific University Student Handbook).

E. Appeals and Grievance Procedures.

Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

VII. Available Support Services

Learning Enrichment Center Support Services are available for any student in the course who has a disability that might prevent her/him from fully demonstrating her/his abilities. For an appointment with an advisor or tutor and to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements, call (626) 815-3849.

VIII. Bibliography

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